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ABSTRACT

To determine what types of services Valencia Community College's Downtown Multipurpose Center should provide for the community, a questionnaire was either mailed or administered to members of community youth groups, black community leaders, women leaders, and senior citizens. The responses were key punched, tabulated, and calculated. The results of the survey indicated that although there was a demand among all of the target groups for services through a downtown center, the services demanded were significantly different. The services listed as greatly beneficial were in the areas of continuing education--customized workshops, refresher or short courses, noncredit personal improvement courses, and cultural activities and programs. As a result of this study, the emphasis for the Downtown Center planning shifted from activities of primarily a testing, guidance, and counseling nature to plans for a broad-based community services center emphasizing continuing education. (Tables provide the survey data.) (DB)

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# PROVIDING COMMUNITY SERVICES FOR A VALENCIA COMMUNITY COLLEGE DOWNTOWN CENTER

by

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

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# PROVIDING COMMUNITY SERVICES FOR A VALENCIA COMMUNITY COLLEGE DOWNTOWN CENTER

(A Practicum Report)

In order to serve the post-secondary educational needs of its constituents in the downtown area, Valencia Community College will open a downtown center in Fall 1973. In planning for the activities of the Downtown Center, Valencia Community College was faced with the problem of what services such a center should provide for the Downtown Community. The project described herein is a study to determine the needs and interests of specific target groups in the downtown area to be served by a downtown center.

Statement of Problem:

What types of services should Valencia Community College's Downtown Multi-purpose Center provide for the Downtown Community (as reflected in a survey questionnaire of the representatives of five (5) target groups--the youth, blacks, women, senior citizens, and downtown employers)?

Sub-problems:

1. Is there a significant difference in the responses of these groups in the survey and the types of services selected?
2. Is there a common list of services considered greatly beneficial by a majority of all target groups surveyed?

Scope and Limitations:

In order to be responsive to the specific needs of Valencia's

constituents in the Downtown Community, a survey was conducted to obtain the input of representatives of five (5) specific target groups as to services required to meet these needs--the youth, blacks, women, senior citizens, and downtown employers.

The limitations of this study are:

1. Since the survey of the target groups is not a random sample, one cannot generalize to the universe of the downtown area.
2. The categories and choices on the survey instrument may not be comprehensive enough to obtain an accurate assessment of the needs of the respondents.
3. The difficulty of obtaining a high rate of return from the mailed questionnaires could cloud the results of the survey.
4. This survey, designed for Downtown Orlando, may not be applicable to the downtown area in any other city.

Significance of Study:

Valencia Community College, a developing institution since 1967, is located within the Walt Disney World impact area, the fastest growing urban area in the United States. Valencia Community College is located fifteen (15) miles from Downtown Orlando on the southwest quadrant of the Greater Orlando Metropolitan Area. While Valencia Community College's enrollment has continued to grow at an ever increasing rate (twelve percent (12%) increase over last year), the College's location has made it least accessible to the disadvantaged residents in the downtown area, particularly blacks, senior citizens, the low-income,

physically handicapped, and downtown employees.

Moreover, the need for a downtown center is demonstrated by the fact that only twelve percent (12%) of Valencia Community College's enrollment is from the downtown area. While forty-one percent (41%) of the downtown population is black, only seven percent (7%) of Valencia Community College's enrollment is black (sixty-three percent (63%) of which live in the downtown area). Although the downtown area has thirty-two percent (32%) of its population over fifty-five (55) years of age, only one percent (1%) of Valencia Community College's enrollment is over fifty-five (55) years of age. Twenty-seven percent (27%) of the downtown area's population is economically disadvantaged (with incomes below four thousand dollars ($4,000) a year), but only ten percent (10%) of Valencia Community College's enrollment is economically disadvantaged.

One of the accepted purposes of a community college is the community service function: providing a variety and scope of educational services needed by the college community. The apparent societal need; the requests for services by the leadership of various social, business, and governmental agencies in the downtown area; the rapid growth and change in the community; and public mandate require Valencia Community College to expand its program to include a Downtown Multi-purpose Center to provide needed services to the disadvantaged in the downtown area. In an effort to strengthen its community service program and provide greater interaction between the community college and the college community, Valencia Community College is developing

plans to open a Downtown Multi-purpose Center in Fall 1973.

Review of Related Literature and Activities:

While much has been said and written on community college "storefront operations," "extended campuses," and/or "downtown centers," a review of the current literature of post-secondary education and a telephone survey among the multi-campus community colleges in Florida yields no significant study of what community services specific target groups within a downtown community consider beneficial in a downtown center as conceptualized in this report.[1] For example, William Rainey Harper Community College, Palatine, Illinois, established a counseling center of "total community services" without the use of a survey.[2] Dr. Jerome Lieberman, Dean of Institutional Development at Essex County College in Newark, New Jersey, expresses the feeling that surveys take much valuable time which could be used by the college in taking the initiative to establish necessary services.[3]

A telephone survey among the multi-campus community colleges in Florida reveals a diversity of efforts and results. Hillsborough Community College surveyed the recreational and cultural needs toward establishing a recreational and cultural

[1]A survey of the literature was limited to the Educational Index and the Community and Junior College Journal, 1964 to 1973.

[2]Fischer, Guerin A. and Gary Rankin, "A Community Counseling Center for Total Community Service," Community and Junior College Journal, February 1973, pp. 48-50.

[3]Telephone conversation with Dr. Jerome Lieberman, Dean of Institutional Development, Essex County College, Newark, New Jersey, May 14, 1973, 4:00 p.m.

center in Ybor City.[4] St. Petersburg Junior College's concept of a downtown center never materialized and neither did their survey.[5] Although Miami-Dade Junior College surveyed the downtown community on the types of services which would be beneficial on their downtown campus, their survey was not aimed at specific target groups.[6] Florida Junior College at Jacksonville employed McFarland Associates to survey the manpower needs in the City of Jacksonville toward the establishment of a downtown campus.[7] The objectives and services provided by the FJC Downtown Campus seem more congruent with Valencia's concept of a downtown center than the other colleges surveyed.

In short, this survey is unique in that representatives of a community college are obtaining input from representatives of various specific target groups in the downtown area on what services the college may provide to the community through the establishment of a downtown center. The results of the survey will be studied, analyzed, and used in the future planning and development of the Center to open in its initial phase during

[4]Barton, George M., Cultural and Recreational Programs Ybor City Campus, Hillsborough Community College, 1972; also telephone conversation with Mrs. Sybil Barnes, Director of Community Relations, Hillsborough Community College, May 16, 1973, 3:00 p.m.

[5]"A College Moves Off Campus to Teach," U.S. News and World Report, August 17, 1970, pp. 46-47; also telephone conversation with Mr. Edward Cottrell, Director of Institutional Research, St. Petersburg Junior College, May 17, 1973, 1:30 p.m.

[6]Telephone conversation with Dr. Thomas W. Fryer, Jr. Vice President for Downtown Campus, Miami-Dade Junior College, May 23, 1973, 2:00 p.m.

[7]Telephone conversation with Dr. Stephen Wise, Director of Special and Federal Grants, Florida Junior College at Jacksonville, May 14, 1973, 2:00 p.m.

Fall 1973.

Statement of Hypotheses:

The hypotheses tested by the study are:

Hypothesis 1: The findings will show a significant interest in at least four (4) services among the various target groups surveyed in the downtown area to merit the establishment of a Valencia Community College Downtown Multipurpose Center.

Hypothesis 2: There will not be a significant difference in the responses between target groups to the three (3) distinguishable categories of services measured in the survey.

Hypothesis 3: The most important services indicated "greatly beneficial" will be career and vocational guidance and counseling, academic guidance and counseling, job referral and placement, and vocational interest and placement testing.

Basic Assumptions:

The basic assumptions of the study are:

1. Although the sample was not chosen at random, the responses of the target groups polled are indicative of the general opinion of the downtown population.
2. The individuals of the target groups surveyed are representative of their respective group's interests.

3. The survey instrument is comprehensive enough to obtain an accurate account of what basic services might be provided by a downtown center during the initial phase of such a project.
4. There is indeed a need for a Downtown Multi-purpose Center.

Definition of Terms:

1. Disadvantaged - Disadvantaged refers to economically, socially, culturally, and physically disadvantaged. Economically disadvantaged refers to families with incomes of less than four thousand dollars ($4,000) per year. It does not necessarily follow that social, cultural, and physical disadvantages are a result of economic disadvantage.
2. Community Services - Any type of service requested or demanded by groups or individuals in the community which they feel the community college can and ought to perform for the community.
3. Categories of Services -
   a. Testing - as measured by survey questions 9 and 11.
   b. Counseling - as measured by survey questions 3, 6, 7, 8, and 10.
   c. Classes - as measured by survey questions 1, 2, 4, 5, and 12.
4. Downtown Area - The geographical area bordered by Colonial Drive on the north, Bumby Avenue on the east, Kaley Avenue on the south, and Orange Blossom Trail on

the west.

Procedures for Collecting Data:

The attached questionnaire was administered as follows (See Exhibit 3, Page 47):

1. The questionnaire was mailed to two hundred and forty (240) retail and business employer members of the Orlando Central Business District from a list supplied by the Council of the Orlando Central Business District with a twenty-seven percent (27%) return.
2. The questionnaire was mailed to thirty-three (33) prominent leaders in the black community who constitute the membership of the Valencia Community College Black Advisory Committee (BAC) with a fifty-five percent (55%) return.
3. The questionnaire was administered to one hundred and fifty (150) members of community youth groups including the YMCA, YWCA, WASAR (a black community center), "Thee Door" (a drug prevention and education center), and church youth groups. Fifty-three percent (53%) of the questionnaires were returned.
4. The questionnaire was administered to two hundred (200) senior citizens in a meeting of the local downtown chapter of Retired America, Inc. with a fifty-eight percent (58%) return.
5. The questionnaire was mailed to fifty (50) prominent women leaders in the downtown community drawn from the Council for Continuing Education for Women (CCEW) with

a sixty-four percent (64%) return.

TABLE 1

SURVEY SAMPLE

| Group | Name | Number of Questionnaires Administered | Number Returned | Percentage of Return |
|---|---|---|---|---|
| 1 | Youth Groups | 150 | 80 | 53% |
| 2 | Black Advisory Committee | 33 | 18 | 55% |
| 3 | Council for Continuing Education for Women | 50 | 32 | 64% |
| 4 | Employers of Orlando Central Business District | 240 | 65 | 27% |
| 5 | Senior Citizens of Retired America, Inc. | 200 | 115 | 58% |
| | Aggregate Totals | 673 | 310 | 46% |

The questionnaire was color coded for each target group and individually numbered for follow-up in case of failure to respond. The results were key punched, tabulated, and calculated by the Valencia Community College Data Processing Department. The responses from the survey were assigned the following values: Little or no benefit was given a value of zero (0); some benefit, a value of one (1); and greatly beneficial, a value of two (2).

Procedures for Treating Data:

The procedures for treating data are as follows:

Hypothesis 1

1. The statistical technique was to calculate the frequency of responses and the mean for each question by each group.
2. The area of rejection was anything less than a mean of one and three-tenths (1.3).

Hypothesis 2

1. Since the study deals with nominal variables and a non-normative distribution, a nonparametric technique of chi-square was used.
2. The level of significance is five-hundredths (.05).
3. The area of rejection with two (2) dfs is five and nine hundred ninety-one-thousandths (5.991). (To be significant the area of rejection will be greater than five and nine hundred ninety-one-thousandths (5.991).)

Hypothesis 3

1. The frequency of the responses to questions answered "greatly beneficial" was rank ordered.

Presentation of Data:

(See Exhibit 2.)

Analysis of Data:

Hypothesis 1

The results of the survey prove Hypothesis 1, that there is a significant interest in at least four (4) services among the

various target groups surveyed to merit the establishment of a downtown center. The services for each group were ranked in order of the mean response. The area of rejection was anything less than a mean of one and three-tenths (1.3). The findings for each group are summarized below:

Group 1 - Youth

The findings among youth groups showed a significant interest in eight (8) services. These eight (8) services ranked in order of the mean response are:

1. High School Equivalency Diploma Testing Program (GED)
2. College Level Courses (Credit)
3. Job Referral and Placement
4. Customized Workshops and Seminars Tailored to Group Needs
5. Customized Refresher or Short Courses Tailored for Individual or Group Needs
6. Career and Vocational Guidance and Counseling

7.5 Tutoring and Academic Assistance

7.5 Vocational Interest and Placement Testing

Group 2 - Black Advisory Committee

The findings from the Valencia Community College Black Advisory Committee showed a significant interest in eleven (11) services. These eleven (11) services ranked in order of the mean response are:

1. Career and Vocational Guidance and Counseling
2. College Level Courses (Credit)

4. Tutoring and Academic Assistance

4. Academic Guidance and Counseling

4. Customized Workshops and Seminars Tailored to Group Needs

6.5 Customized Refresher or Short Courses Tailored for Individual or Group Needs

6.5 Job Referral and Placement

8. High School Equivalency Diploma Testing Program (GED)

9.5 Personal and Social Guidance and Counseling

9.5 Vocational Interest and Placement Testing

11. Cultural Activities and Programs (lecture series, film series, etc.)

Group 3 - Council on Continuing Education for Women

The findings from the Council for Continuing Education for Women showed a significant interest in six (6) services. These six (6) services ranked in order of the mean response are:

1. Cultural Activities and Programs (lecture series, film series, etc.)

2.5 Customized Refresher or Short Courses Tailored for Individual or Group Needs

2.5 Customized Workshops and Seminars Tailored to Group Needs

4. Career and Vocational Guidance and Counseling

5. College Level Courses (Credit)

6. Personal Improvement Courses (Non-credit)

Group 4 - Employers of Orlando Central Business District

The findings from the retail and business employer members of the Orlando Central Business District showed a significant

interest in seven (7) services. These seven (7) services ranked in order of the mean response are:

1. Job Referral and Placement
2. Career and Vocational Guidance and Counseling

3.5 Personal Improvement Courses (Non-credit)

3.5 High School Equivalency Diploma Testing Program (GED)

5. Customized Refresher or Short Courses Tailored for Individual or Group Needs
6. Vocational Interest and Placement Testing
7. Customized Workshops and Seminars Tailored to Group Needs

Group 5 - Senior Citizens from Retired America, Inc.

The findings from the senior citizens of the local downtown chapter of Retired America, Inc. showed a significant interest in four (4) services. These four (4) services ranked in order of the mean response are:

1. Cultural Activities and Programs (lecture series, film series, etc.)
2. Customized Workshops and Seminars Tailored to Group Needs
3. Personal Improvement Courses (Non-credit)
4. Customized Refresher or Short Courses Tailored for Individual or Group Needs

Hypothesis 2

The results of the survey disprove Hypothesis 2 and reveal an overall significant difference between target groups to three (3) distinguishable categories of services measured by chi-square.

A closer look reveals the following significant differences among the target groups by categories of services.

Regarding services in Category One, Testing, there were no significant differences in a comparison of youth groups and the Black Advisory Committee, youth groups and the downtown employers, and the Black Advisory Committee and the downtown employers. However, there were significant differences between the youth groups and the women's council, the youth groups and the senior citizens, the Black Advisory Committee and the women's council, the Black Advisory Committee and the senior citizens, and the women's council and the downtown employers. The most significant differences were between the youth groups and all other target groups and the senior citizens and all other target groups (See Table 3.1).

Within Category Two, Counseling Services, the differences among the responses were considerably more significant than those in Categories One and Three. While the significant differences were exceedingly high among all target groups, it still remains that the most significant difference was between the youth groups and the senior citizens (See Table 3.2).

In Category Three an analysis of the need for classes reveals no significant differences between youth groups and the Black Advisory Committee and the Black Advisory Committee and the Council for Continuing Education for Women, while significant differences are revealed between all other groups. However, the differences between the youth groups and the senior citizens and the downtown employers and senior citizens were considerably more significant (See Table 3.3).

Hypothesis 3

The results of the survey disprove Hypothesis 3. The aggregate frequency of the responses to questions answered "greatly beneficial" are listed below in rank order:

1. Customized Workshops and Seminars Tailored to Group Needs
2. Customized Refresher or Short Courses Tailored for Individual or Group Needs
3. Personal Improvement Courses (Non-credit)
4. Cultural Activities and Programs (lecture series, film series, etc.)
5. Job Referral and Placement

6.5 College Level Courses (Credit)

6.5 Career and Vocational Guidance and Counseling

8. High School Equivalency Diploma Testing Program (GED)
9. Personal and Social Guidance and Counseling
10. Vocational Interest and Placement Testing
11. Academic Guidance and Counseling
12. Tutoring and Academic Assistance

In Hypothesis 3 it was anticipated that the most important services indicated "greatly beneficial" would be: Career and Vocational Guidance and Counseling, Academic Guidance and Counseling, Job Referral and Placement, and Vocational Interest and Placement Testing. These services, in fact, ranked at the following levels: Career and Vocational Guidance and Counseling - 6.5, Academic Guidance and Counseling - 11, Job Referral and Placement - 5, and Vocational Interest and Placement Testing -

10.

While results of the survey disproved Hypothesis 3, the four (4) services indicated most desirable by the aggregate frequency of responses are:

1. Customized Workshops and Seminars Tailored to Group Needs
2. Customized Refresher or Short Courses Tailored for Individual or Group Needs
3. Personal Improvement Courses (Non-credit)
4. Cultural Activities and Programs (lecture series, film series, etc.)

Summary and Conclusion:

In summary, four (4) of the five (5) target groups exceeded the hypothesis that a significant interest in a minimum of four (4) services would be desired in Valencia Community College's Downtown Center among all target groups surveyed. However, the senior citizens, while showing a significant interest in four (4) services as hypothesized, were, nevertheless, at the low end of the range for all target groups. The significance of the differences in interest in services among the various target groups was borne out by comparing their resonses in three (3) categories of services--testing, counseling, and classes--and analyzing the data by chi-square. Once again, the greatest significant difference was between senior citizens and all other target groups. Finally, the most important services listed as "greatly beneficial" by all respondents in the survey differed completely from those hypothesized. In short, the results of the survey indi-

cated that while there is a demand among all target groups for services through a downtown center, the services demanded are significantly different to merit consideration of differing strategies to meet the specific needs of each target group.

While it was hypothesized that the services listed as "greatly beneficial" by all target groups would be in the areas of guidance, counseling, and testing, the services actually listed as greatly beneficial were in the areas of continuing education--customized workshops, refresher or short courses, non-credit personal improvement courses, and cultural activities and programs.

Although the approach used in this survey was adequate given limited objectives and the constraints of time and environment, several changes are recommended if the survey were to be attempted again. First, a review of the significant differences among the types of services of the various target groups surveyed suggests that a survey of the special needs of each target group would be enhanced through the use of a more specific instrument intuitively designed for each target group. Second, a random sampling within each target group would have yielded more representative attitudes and opinions of the respective target groups that the downtown center is designed to serve. This is particularly true in using the Valencia Community College Black Advisory Committee in surveying the needs of the black community. A random sampling in the black community of the downtown area might have yielded significantly more representative feelings of this target group.

Regardless of these deficiencies, this study has been timely and significant in that it has produced changes and new directions in Valencia Community College's educational program. While in the past there has been some discussion at Valencia Community College about establishing a downtown center at some future time, this survey has served as a catalyst in determining that there will be a downtown center opening in Fall 1973. Moreover, deliberations on this project have effected greater communication and interaction between representatives of the College and leaders of the downtown community in planning for a downtown center. As a result of this study, the emphasis in planning for the Downtown Center has shifted from activities of primarily a testing, guidance, and counseling nature to plans for a broad based community services center emphasizing the area of continuing education.

As mentioned above, a review of the current literature and a telephone survey of multi-campus community colleges in Florida yields no significant study of what community services a downtown center might provide for various specific target groups within a downtown community as conceptualized within this report. This survey is unique in this regard.

With the aforementioned modifications, the approach taken in this survey might be effectively applied and replicated elsewhere in measuring the post-secondary educational needs and interests of specific target groups in a downtown community. To this end, perhaps this effort has advanced the state of the art.

EXHIBIT 1

PROJECT PARTICIPANTS' OBSERVATIONS AND REACTIONS

The attached practicum report, as was the entire practicum, is the joint effort of Messrs. Fischer, Kellerman, and Odom and was with full and equal participation by each participant.

An aggregate of fifty-two (52) hours was used in developing the proposal, twenty percent (20%) of the total practicum. An aggregate of forty-five (45) hours was spent in the various formal meetings related to the gathering and analyzing of data, seventeen percent (17%) of the total practicum (See Exhibit 6). In addition, there were numerous informal meetings. In developing the practicum proposal and final report, each participant worked independently developing their individual recommendations. They then met on various occasions in lengthly conferences to develop the final narrative.

In addition to the above, a division of labor developed quite naturally with the official responsibilities of each participant. Each met on various occasions, formally and informally, individually and collectively, with the President and Deans of Valencia Community College and leaders from the Downtown Orlando community. Mr. James S. Kellerman, Dean of Student Affairs, was quite instrumental in using his good offices to contact key personnel at the College, in the community, and at other community colleges. Dean Kellerman had the specific responsibility for working with the Council for Continuing Education for Women, the Orlando Central Business District, and the Valencia Community College Black Advisory Committee. Mr. Jerry W. Odom, Director of Student Services, was responsible

for the overall administration of the survey questionnaire and for working specifically with the youth groups and the Orlando Central Business District. Mr. Olin R. Fischer, Jr., Grants and Development Officer at Valencia Community College, was responsible for coordinating development of the narrative for the practicum proposal and the practicum report. In addition, he had the specific responsibility for working with the Orlando Central Business District and Retired America, Inc.

The following are personal observations and reactions by each participant in the project:

Statement by Mr. Olin R. Fischer, Jr., Grants and Development Officer, Valencia Community College: As mentioned above, the practicum project complemented the official responsibilities and activities of each participant in their respective positions at Valencia Community College. I, as Grants and Development Officer at Valencia Community College, was asked to develop a grant application-proposal for external funding and support in establishing a Downtown Multi-purpose Center. On March 30, 1973, an application-proposal was submitted for funding under Special Services for the Disadvantaged to the Commissioner of Education for Student Services Programs in the Division of Student Assistance, United States Office of Education, Department of Health, Education, and Welfare, Washington, D.C. Since the submission of the application, Valencia Community College has committed itself to opening a Downtown Center during Fall 1973 whether or not external funding is forthcoming. Moreover, I have participated in meetings with the President

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of the College and leaders of the community in planning for the Downtown Center. On April 19, 1973, I was asked by the President to develop a definitive position paper for the College on establishing a downtown center beginning Fall 1973 (See Exhibit 4).

In short, the Nova module and practicum on applied research and evaluation has been successful for me personally and for Valencia Community College. It has yielded a research study which has resulted in institutional change at the College and which has been an important input into the decision-making as to what types of services the Downtown Center will provide for Valencia's constituency in the downtown community during its initial phase of operation.

Signed Otis R. Fischer, Jr.

Statement by Mr. James S. Kellerman, Dean of Student Affairs, Valencia Community College: In addition to the aforementioned individual responsibilities, observations, and conclusions I was assigned by the President of Valencia Community College the task of negotiating the actual physical location of the Downtown Center. Along with the Dean of Community Services, I met several times with the executive board of the Orlando Central Business District in an effort to locate a "storefront" facility in the heart of Downtown Orlando. The Central Business District Board is very receptive to our ideas and wants the College to become a vital part of their downtown revitalization plans. At the time of this report an acceptable facility and location is eminent.

The most exciting facet of this study has been its relevancy. The Downtown Center for the fall of 1973 was only a dream until we got involved with the Nova Research Practicum. To this end this project was meaningful to Valencia Community College and the residents of Central Florida.

Signed James S. Kellerman

Statement by Mr. Jerry W. Odom, Director of Student Services, Valencia Community College: Since March 17, 1973, the goal of establishing a Downtown Center for Valencia Community College has been extremely vivid and real to me. It was common knowledge, of course, that Valencia Community College was designed to be a multi-campus institution, but I had not envisioned the possibility of its expansion in the form of a Downtown Center at any time in the near future. Needless to say, I had no concept of what was to become my personal involvement in implementing this expansion of Valencia Community College. However, through my experiences during the past three months in this practicum, I have become vitally interested in seeing this expanded dimension of Valencia Community College come to fruition.

In particular, the involvement in a meaningful, realistic, and practical research report has given me insight into other areas where I feel I can provide a similar personal service for Valencia Community College. The methods, approaches, and techniques used in this research have provided me with a foundation to utilize in further projects and studies. Furthermore, the personal contacts which have been made with leaders of the com-

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munity should prove valuable to the institution in its efforts to establish the Downtown Center.

The conclusions of the research were most revealing; and as it has been indicated previously in the summary, the study will effect change at Valencia Community College in the fall of 1973.

Because this study was born of specific unmet needs and grounded in practicality, the research has been personally most gratifying and professionally stimulating.

Signed Jerry W. Odom

EXHIBIT 2

TABLE 2.1

VALENCIA COMMUNITY COLLEGE
OFFICE = INSTITUTIONAL RESEARCH
DATE 05/23/73

OFF CAMPUS SURVEY ANALYSIS

PAGE
PROGRAM NAME = SURVE

GROUP 1 - Youth Groups

| VARIABLE | FREQUENCY OF OBSERVATIONS 0 | 1 | 2 | MEAN |
|---|---|---|---|---|
| 1 | 6 | 23 | 51 | 1.56 |
| 2 | 7 | 29 | 44 | 1.46 |
| 3 | 7 | 30 | 43 | 1.45 |
| 4 | 15 | 32 | 33 | 1.23 |
| 5 | 10 | 38 | 32 | 1.28 |
| 6 | 4 | 31 | 45 | 1.51 |
| 7 | 13 | 31 | 36 | 1.29 |
| 8 | 8 | 33 | 39 | 1.39 |
| 9 | 9 | 31 | 40 | 1.39 |
| 10 | 14 | 36 | 30 | 1.20 |
| 11 | 4 | 18 | 58 | 1.68 |
| 12 | 6 | 30 | 44 | 1.48 |



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# TABLE 2.2

VALENCIA COMMUNITY COLLEGE
OFFICE - INSTITUTIONAL RESEARCH
DATE 05/23/73

DIF CAMPUS SURVEY ANALYSIS



GROUP 2 - Black Advisory Committee (BAC)

| VARIABLE | FREQUENCY OF OBSERVATIONS 0 | 1 | 2 | MEAN |
|---|---|---|---|---|
| 1 | 2 | 2 | 14 | 1.67 |
| 2 | 0 | 8 | 10 | 1.56 |
| 3 | 0 | 3 | 15 | 1.83 |
| 4 | 3 | 5 | 10 | 1.39 |
| 5 | 2 | 9 | 7 | 1.28 |
| 6 | 2 | 4 | 12 | 1.56 |
| 7 | 2 | 6 | 10 | 1.44 |
| 8 | 1 | 5 | 12 | 1.61 |
| 9 | 2 | 6 | 10 | 1.44 |
| 10 | 1 | 5 | 12 | 1.61 |
| 11 | 3 | 3 | 12 | 1.50 |
| 12 | 1 | 5 | 12 | 1.61 |



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# TABLE 2.3

VALENCIA COMMUNITY COLLEGE
OFFICE - INSTITUTIONAL RESEARCH
DATE 05/23/73

OFF CAMPUS SURVEY ANALYSIS


PROGRAM NAME - SURVEYC

GROUP 3 - Council for Continuing Education for Women (CCEW)

| VARIABLE | FREQUENCY OF OBSERVATIONS 0 | 1 | 2 | MEAN |
|---|---|---|---|---|
| 1 | 4 | 11 | 17 | 1.41 |
| 2 | 3 | 8 | 21 | 1.56 |
| 3 | 6 | 5 | 21 | 1.47 |
| 4 | 1 | 5 | 26 | 1.78 |
| 5 | 6 | 9 | 17 | 1.34 |
| 6 | 9 | 9 | 14 | 1.16 |
| 7 | 11 | 8 | 13 | 1.06 |
| 8 | 13 | 11 | 8 | .84 |
| 9 | 9 | 7 | 16 | 1.22 |
| 10 | 11 | 7 | 14 | 1.09 |
| 11 | 11 | 10 | 11 | 1.00 |
| 12 | 4 | 6 | 22 | 1.56 |



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# TABLE 2.4

VALENCIA COMMUNITY COLLEGE
OFFICE = INSTITUTIONAL RESEARCH
DATE 05/23/73

OFF CAMPUS SURVEY ANALYSIS


PROGRAM NAME = SURVEYC

GROUP 4 - Downtown Employers

| VARIABLE | FREQUENCY OF OBSERVATIONS 0 | 1 | 2 | MEAN |
|---|---|---|---|---|
| 1 | 13 | 23 | 29 | 1.25 |
| 2 | 8 | 23 | 34 | 1.40 |
| 3 | 9 | 18 | 38 | 1.45 |
| 4 | 20 | 31 | 14 | .91 |
| 5 | 6 | 25 | 34 | 1.43 |
| 6 | 8 | 16 | 41 | 1.51 |
| 7 | 13 | 33 | 19 | 1.09 |
| 8 | 16 | 37 | 12 | .94 |
| 9 | 8 | 25 | 32 | 1.37 |
| 10 | 17 | 27 | 21 | 1.06 |
| 11 | 9 | 19 | 37 | 1.43 |
| 12 | 8 | 28 | 29 | 1.32 |



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# TABLE 2.5

VALENCIA COMMUNITY COLLEGE
OFFICE = INSTITUTIONAL RESEARCH
DATE 05/23/73

U F F  C A P P L S  S U R V E Y  A N A L Y S I S


PROGRAM NAME = SURVEYC

GROUP 5 - Senior Citizens

| VARIABLE | FREQUENCY OF OBSERVATIONS 0 | 1 | 2 | MEAN |
|---|---|---|---|---|
| 1 | 50 | 40 | 25 | .78 |
| 2 | 27 | 23 | 65 | 1.33 |
| 3 | 59 | 30 | 26 | .71 |
| 4 | 17 | 21 | 77 | 1.52 |
| 5 | 22 | 22 | 71 | 1.43 |
| 6 | 55 | 21 | 39 | .86 |
| 7 | 40 | 28 | 47 | 1.06 |
| 8 | 71 | 27 | 17 | .53 |
| 9 | 67 | 31 | 17 | .57 |
| 10 | 67 | 31 | 17 | .57 |
| 11 | 60 | 29 | 26 | .70 |
| 12 | 22 | 20 | 73 | 1.44 |



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# TABLE 2.6

VALENCIA COMMUNITY COLLEGE
OFFICE - INSTITUTIONAL RESEARCH
DATE 05/23/73

OFF CAMPUS SURVEY ANALYSIS



AGGREGATE TOTALS

| VARIABLE | FREQUENCY OF OBSERVATIONS 0 | 1 | 2 | MEAN |
|---|---|---|---|---|
| 1 | 75 | 99 | 136 | 1.20 |
| 2 | 45 | 91 | 174 | 1.42 |
| 3 | 81 | 86 | 143 | 1.20 |
| 4 | 56 | 94 | 160 | 1.34 |
| 5 | 46 | 103 | 161 | 1.37 |
| 6 | 78 | 81 | 151 | 1.24 |
| 7 | 79 | 106 | 125 | 1.15 |
| 8 | 109 | 113 | 88 | .93 |
| 9 | 95 | 100 | 115 | 1.06 |
| 10 | 110 | 106 | 94 | .95 |
| 11 | 87 | 79 | 144 | 1.18 |
| 12 | 41 | 89 | 180 | 1.45 |



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TABLE 3.1

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CATEGORY ONE - TESTING SERVICES

COMPARISON OF OBSERVED FREQUENCIES & EXPECTED FREQUENCIES
USING CHI-SQUARE

fo / fe

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 13 / 14.6880 | 49 / 47.3440 | 98 / 97.9520 | 160 | |
| BAC | G2 | 5 / 3.3048 | 9 / 10.6524 | 22 / 22.0392 | 36 | |
| | T | 18 / .0918 | 58 / .2959 | 120 / .6122 | 196 | $X^2$ = 1.3779 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 13 / 23.5680 | 49 / 47.1360 | 98 / 89.2800 | 160 | |
| CCEW | G3 | 20 / 9.4272 | 17 / 18.8544 | 27 / 35.7120 | 64 | |
| | T | 33 / .1473 | 66 / .2946 | 125 / .5580 | 224 | $X^2$ = 7.9730 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 13 / 16.5440 | 49 / 51.3120 | 98 / 92.1440 | 160 | |
| Employers | G4 | 17 / 13.4420 | 44 / 41.6910 | 69 / 74.8670 | 130 | |
| | T | 30 / .1034 | 93 / .3207 | 167 / .5759 | 290 | $X^2$ = 2.7651 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 13 / 57.4400 | 49 / 44.7200 | 98 / 57.8400 | 160 | |
| Senior Citizens | G5 | 127 / 82.5700 | 60 / 64.2850 | 43 / 83.1450 | 230 | |
| | T | 140 / .3590 | 109 / .2795 | 141 / .3615 | 390 | $X^2$ = 106.2523 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| BAC | G2 | 5 / 9.0000 | 9 / 9.3600 | 22 / 17.6400 | 36 | |
| CCEW | G3 | 20 / 16.0000 | 17 / 16.6400 | 27 / 31.3600 | 64 | |
| | T | 25 / .2500 | 26 / .2600 | 49 / .4900 | 100 | $X^2$ = 5.2610 |

TABLE 3.1

CATEGORY ONE - TESTING SERVICES
(Continued)
COMPARISON OF OBSERVED FREQUENCIES & EXPECTED FREQUENCIES
USING CHI-SQUARE

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| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| BAC Employers | G2 | 5 / 4.7700 | 9 / 11.4948 | 22 / 19.7352 | 36 | |
| | G4 | 17 / 17.2250 | 44 / 41.5090 | 69 / 71.2660 | 130 | |
| | T | 22 / .1325 | 53 / .3193 | 91 / .5482 | 166 | $X^2$ = 1.0370 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| BAC Senior Citizens | G2 | 5 / 17.8632 | 9 / 9.3384 | 22 / 8.7984 | 36 | |
| | G5 | 127 / 114.1260 | 60 / 59.6620 | 43 / 56.2120 | 230 | |
| | T | 132 / .4962 | 69 / .2594 | 65 / .2444 | 266 | $X^2$ = 33.6429 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| CCEW Employers | G3 | 20 / 12.2048 | 17 / 20.1216 | 27 / 31.6672 | 64 | |
| | G4 | 17 / 24.7910 | 44 / 40.8720 | 69 / 64.3240 | 130 | |
| | T | 37 / .1906 | 61 / .3144 | 96 / .4948 | 194 | $X^2$ = 9.1788 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| CCEW Senior Citizens | G3 | 20 / 32.0000 | 17 / 16.7616 | 27 / 15.2384 | 64 | |
| | G5 | 127 / 115.0000 | 60 / 60.2370 | 43 / 54.7630 | 230 | |
| | T | 147 / .5000 | 77 / .2619 | 70 / .2381 | 294 | $X^2$ = 17.3613 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Employers Senior Citizens | G4 | 17 / 52.0000 | 44 / 37.5570 | 69 / 40.4430 | 130 | |
| | G5 | 127 / 92.0000 | 60 / 66.4470 | 43 / 71.5530 | 230 | |
| | T | 144 / .4000 | 104 / .2889 | 112 / .3111 | 360 | $X^2$ = 70.1619 |

TABLE 3.2

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CATEGORY TWO - COUNSELING SERVICES

COMPARISON OF OBSERVED FREQUENCIES & EXPECTED FREQUENCIES
USING CHI-SQUARE

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| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 46<br>42.4400 | 161<br>150.2000 | 193<br>207.3600 | 400 | |
| BAC | G2 | 6<br>9.5490 | 23<br>33.7950 | 61<br>46.6560 | 90 | |
| | T | 52<br>.1061 | 184<br>.3755 | 254<br>.5184 | 490 | $X^2$ = 11.2468 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 46<br>68.5600 | 161<br>143.5600 | 193<br>187.8400 | 400 | |
| CCEW | G3 | 50<br>27.4240 | 40<br>57.4240 | 70<br>75.1360 | 160 | |
| | T | 96<br>.1714 | 201<br>.3589 | 263<br>.4696 | 560 | $X^2$ = 33.9069 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 46<br>60.1200 | 161<br>161.1200 | 193<br>178.7600 | 400 | |
| Employers | G4 | 63<br>48.8475 | 131<br>130.9100 | 131<br>145.2425 | 325 | |
| | T | 109<br>.1503 | 292<br>.4028 | 324<br>.4469 | 725 | $X^2$ = 9.9479 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 46<br>138.6800 | 161<br>122.2400 | 193<br>139.0800 | 400 | |
| Senior Citizens | G5 | 292<br>199.3525 | 137<br>175.7200 | 146<br>199.9275 | 575 | |
| | T | 338<br>.3467 | 298<br>.3056 | 339<br>.3477 | 975 | $X^2$ = 161.2678 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| BAC | G2 | 6<br>20.1600 | 23<br>22.6800 | 61<br>47.1600 | 90 | |
| CCEW | G3 | 50<br>35.8400 | 40<br>40.3200 | 70<br>83.8400 | 160 | |
| | T | 56<br>.2240 | 63<br>.2520 | 131<br>.5240 | 250 | $X^2$ = 21.8935 |

TABLE 3.2

CATEGORY TWO - COUNSELING SERVICES
(Continued)
COMPARISON OF OBSERVED FREQUENCIES & EXPECTED FREQUENCIES
USING CHI-SQUARE

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| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| BAC | G2 | 6 / 14.9670 | 23 / 33.3990 | 61 / 41.6430 | 90 | |
| Employers | G4 | 63 / 54.0475 | 131 / 120.6075 | 131 / 150.3775 | 325 | |
| | T | 69 / .1663 | 154 / .3711 | 192 / .4627 | 415 | $X^2$ = 22.4833 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| BAC | G2 | 6 / 40.3290 | 23 / 21.6540 | 61 / 28.0170 | 90 | |
| Senior | | 292 / | 137 / | 146 / | | |
| Citizens | G5 | 257.6575 | 138.3450 | 178.9975 | 575 | |
| | T | 298 / .4481 | 160 / .2406 | 207 / .3113 | 665 | $X^2$ = 78.8081 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| CCEW | G3 | 50 / 37.2800 | 40 / 56.4160 | 70 / 66.3040 | 160 | |
| Employers | G4 | 63 / 75.7250 | 131 / 114.5950 | 131 / 134.6800 | 325 | |
| | T | 113 / .2330 | 171 / .3526 | 201 / .4144 | 485 | $X^2$ = 13.9102 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| CCEW | G3 | 50 / 74.4480 | 40 / 38.5280 | 70 / 47.0240 | 160 | |
| Senior | | 292 / | 137 / | 146 / | | |
| Citizens | G5 | 267.5475 | 138.4600 | 168.9925 | 575 | |
| | T | 342 / .4653 | 177 / .2408 | 216 / .2939 | 735 | $X^2$ = 24.6893 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Employers | G4 | 63 / 128.1800 | 131 / 96.7850 | 131 / 100.0350 | 325 | |
| Senior | | 292 / | 137 / | 146 / | | |
| Citizens | G5 | 226.7800 | 171.2350 | 176.9850 | 575 | |
| | T | 355 / .3944 | 268 / .2978 | 277 / .3078 | 900 | $X^2$ = 85.8507 |

TABLE 3.3

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CATEGORY THREE - CLASSES

COMPARISON OF OBSERVED FREQUENCIES & EXPECTED FREQUENCIES
USING CHI-SQUARE

fo / fe

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 44 / 42.4400 | 152 / 147.7600 | 204 / 209.8000 | 400 | |
| BAC | G2 | 8 / 9.5490 | 29 / 33.2460 | 53 / 47.2050 | 90 | |
| | T | 52 / .1061 | 181 / .3694 | 257 / .5245 | 490 | $X^2$ = 1.8443 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 44 / 44.2800 | 152 / 136.4400 | 204 / 219.2800 | 400 | |
| CCEW | G3 | 18 / 17.7120 | 39 / 54.5760 | 103 / 87.7120 | 160 | |
| | T | 62 / .1107 | 191 / .3411 | 307 / .5482 | 560 | $X^2$ = 9.9559 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 44 / 54.6400 | 152 / 155.6000 | 204 / 189.8000 | 400 | |
| Employers | G4 | 55 / 44.3950 | 130 / 126.4250 | 140 / 154.2125 | 325 | |
| | T | 99 / .1366 | 282 / .3890 | 344 / .4745 | 725 | $X^2$ = 7.1618 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Youth | G1 | 44 / 74.6800 | 152 / 114.0400 | 204 / 211.2800 | 400 | |
| Senior Citizens | G5 | 138 / 107.3525 | 126 / 163.9325 | 311 / 303.7150 | 575 | |
| | T | 182 / .1867 | 278 / .2851 | 515 / .5282 | 975 | $X^2$ = 43.1915 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| BAC | G2 | 8 / 9.3600 | 29 / 24.4800 | 53 / 56.1600 | 90 | |
| CCEW | G3 | 18 / 16.6400 | 39 / 43.5200 | 103 / 99.8400 | 160 | |
| | T | 26 / .1040 | 68 / .2720 | 156 / .6240 | 250 | $X^2$ = 1.8906 |

TABLE 3.3

CATEGORY THREE - CLASSES
(Continued)
COMPARISON OF OBSERVED FREQUENCIES & EXPECTED FREQUENCIES
USING CHI-SQUARE

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| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| BAC Employers | G2 | 8 / 13.6620 | 29 / 34.4790 | 53 / 41.8590 | 90 | |
| | G4 | 55 / 49.3350 | 130 / 124.5075 | 140 / 151.1575 | 325 | |
| | T | 63 / .1518 | 159 / .3831 | 193 / .4651 | 415 | $X^2$ = 7.8988 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| BAC Senior Citizens | G2 | 8 / 19.7550 | 29 / 20.9790 | 53 / 49.2660 | 90 | |
| | G5 | 138 / 126.2125 | 126 / 134.0325 | 311 / 314.7550 | 575 | |
| | T | 146 / .2195 | 155 / .2331 | 364 / .5474 | 665 | $X^2$ = 11.9714 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| CCEW Employers | G3 | 18 / 24.0800 | 39 / 55.7600 | 103 / 80.1600 | 160 | |
| | G4 | 55 / 48.9125 | 130 / 113.2625 | 140 / 162.8250 | 325 | |
| | T | 73 / .1505 | 169 / .3485 | 243 / .5010 | 485 | $X^2$ = 19.5112 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| CCEW Senior Citizens | G3 | 18 / 33.9520 | 39 / 35.9200 | 103 / 90.1280 | 160 | |
| | G5 | 138 / 122.0150 | 126 / 129.0875 | 311 / 323.8975 | 575 | |
| | T | 156 / .2122 | 165 / .2245 | 414 / .5633 | 735 | $X^2$ = 12.2790 |

| | | 0 | 1 | 2 | T | |
|---|---|---|---|---|---|---|
| Employers Senior Citizens | G4 | 55 / 69.6800 | 130 / 92.4300 | 140 / 162.8575 | 325 | |
| | G5 | 138 / 123.2800 | 126 / 163.5300 | 311 / 288.1325 | 575 | |
| | T | 193 / .2144 | 256 / .2844 | 451 / .5011 | 900 | $X^2$ = 33.3249 |

EXHIBIT 3

# PROVIDING COMMUNITY SERVICES FOR A VALENCIA COMMUNITY COLLEGE DOWNTOWN CENTER

APPLIED EDUCATIONAL RESEARCH & EVALUATION

by

Olin R. Fischer, Jr.

James S. Kellerman

Jerry W. Odom

A RESEARCH PROPOSAL PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

March 30, 1973

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# PRACTICUM PROPOSAL CHECK SHEET*

1. Name of Participant(s): Olin R. Fischer, Jr.; James S. Kellerman; Jerry W. Odom (See Item #9)

   Cluster: Valencia Community College Date: March 30, 1973

2. Title of the practicum: Providing Community Services for A Valencia Community College Downtown Center

3. What change in your institution are you proposing? An expansion of services offered by Valencia Community College to the community by establishing a Downtown Center.

4. Where will the practicum be carried out? Institution: Valencia Community College

   Department: Student Affairs Division

5. Does the design contain criteria for measuring the results of the practicum? Yes. The statistical techniques are described in the Research Proposal under the Procedures for Collecting Data and the Procedures for Testing Data.

6. What are the required inputs?

   a. Estimated number of man-hours to do the practicum, and by whom? Fifty-two man hours on proposal which is an estimated 20% of the total project of 260 hours. Three practitioners, secretarial assistance, Coordinator of Research and Data Processing personnel.

   b. Are needed facilities and other means available?

   Clerical facilities; data processing hardware & software.

   Note: If the performance of the practicum requires prior approval from a superior, has such approval been secured? Yes.

   Dr. James F. Gollattscheck, President
   Valencia Community College.

   c. Time-span -- when (date) will the practicum be started and when (date) is it expected to end?
   Practicum was started on March 17, 1973 and will be concluded no later than June 9, 1973.

   d. In case of a joint practicum, has the role of each practitioner been clearly and fully described?
   Yes. Each practitioner has assumed specific responsibilities in executing this practicum from the inception to the conclusion.



refer to page 2

7. Nova University target date for submitting proposal _____

March 31, 1973

8. Nova University target date for completed practicum _____

June 9, 1973

* As an aid to the participant in drawing up a practicum proposal (and for evaluation), this check sheet should be filled out and submitted with the proposal.

9. Preparing the Practicum Proposal

The enclosed research proposal is a joint effort of the Messrs. Fischer, Kellerman and Odom, with full and equal participation by each participant. Approximately fifty-two (52) man hours were used in developing the proposal, an estimated twenty (20) percent of the total practicum. In developing the proposal each participant worked independently developing their individual recommendations. They then met on six (6) separate occasions in lengthy conferences to develop the proposal narrative.

The following individuals were consulted individually and collectively by the participants in developing the proposal: Mr. Corb Sarchet, Executive Director, Orlando Central Business District; Mr. Keith Weiss, Director of Research, Valencia Community College; Dr. James F. Gollattscheck, President, Valencia Community College; Mr. Selden Hill, Director, Retired America, Inc.; Ms. Marjorie Jackson, Director, Thee Door; Mrs. Thelma Dudley, Member, Valencia Community College Black Advisory Committee; Mr. Dick Bruce, Director, YMCA; Mrs. Rose Bell, Director, YWCA; Dr. James Smith, President, WASAR; Miss Jamia Wilson, President, Gay Teeners, Inc.; Mrs. Janice Carter, Director, Young Adult Choir, Carter Tabernacle C.M.E. Church; Mrs. Edna Hargrett, Director, Young Adult Choir, Mt. Pleasant Bapist Church; Miss Thelma Speight, Sponsor, Young Sophisticates of Orlando; Mr. Wilfred Grant, Sponsor, The Esquire Club of Orlando; Reverend Dennis Baw, Youth Minister, First Baptist Church of Orlando; and Reverend George Slayton, Minister to Youth, First Presbyterian Church of Orlando.

PROVIDING COMMUNITY SERVICES FOR A
VALENCIA COMMUNITY COLLEGE DOWNTOWN CENTER

(A RESEARCH PROPOSAL)

Problem:

What types of services should Valencia Community College's Downtown Multi-purpose Center provide for the downtown community (as reflected in a survey questionnaire of the representatives of five (5) target groups--the youth, blacks, women, senior citizens and downtown employers)?

Sub-problems:

1. Is there a significant difference in the responses of these groups in the survey and the types of services selected?
2. Is there a common list of services considered greatly beneficial by a majority of all target groups surveyed?

Hypotheses:

Hypothesis 1. The findings will show a significant interest in at least four (4) services among the various target groups surveyed in the downtown area to merit the establishment of a Valencia Community College Downtown Multi-purpose Center.

Hypothesis 2. There will not be a significant difference in the responses between target groups to the three (3) distinguishable categories of services measured in the survey.

Hypothesis 3. The most important services indicated greatly beneficial will be career and vocational

guidance and counseling, academic guidance and counseling, job referral and placement and vocational interest and placement testing.

Background and Significance of Study:

Only twelve percent (12%) of Valencia Community College's enrollment is from the downtown area. While forty-one percent (41%) of the downtown population is black, only seven percent (7%) of Valencia Community College's enrollment is black (sixty-three percent (63%) of which live in the downtown area). Although the downtown area has thirty-two percent (32%) of its population over fifty-five (55) years of age, only one percent (1%) of Valencia Community College's enrollment is over fifty-five (55) years of age. Twenty-seven percent (27%) of the downtown area's population is economically disadvantaged (with incomes below $4,000 a year), but only ten percent (10%) of Valencia Community College's enrollment is economically disadvantaged.

The apparent societal need, the requests for services by the leadership of various social, business and governmental agencies in the downtown area, the rapid growth and change in the community and public mandate require Valencia Community College to expand its program to include a Downtown Multi-purpose Center to provide needed services to the disadvantaged in the downtown area. In order to be responsive to the specific needs of Valencia's constituents in the downtown community, a survey is being conducted to obtain the input of specific target groups as to services required to meet these needs.

Definition of Terms:

1. Disadvantaged - Disadvantaged refers to economically,

socially, culturally and physically disadvantaged. Economically disadvantaged refers to families with incomes of less than $4,000 per year. It does not necessarily follow that social, cultural and physical disadvantages are a result of economic disadvantage.

2. Community Services - Any type of service requested or demanded by groups or individuals in the community which they feel the community college can and ought to perform for the community.
3. Categories of Services -
   a. Testing - as measured by survey questions 9 and 11.
   b. Counseling - as measured by survey questions 3, 6, 7, 8 and 10.
   c. Classes - as measured by survey questions 1, 2, 4, 5 and 12.
4. Downtown Area - The geographic area bordered by Colonial Drive on the north, Bumby Avenue on the east, Kaley Avenue on the south and Orange Blossom Trail on the west.

Limitations of Study:

The limitations of study are as follows:

1. This proposal, designed for Downtown Orlando, may not be applicable to the downtown area in any other city.
2. The categories and choices on the survey instrument may not be comprehensive enough to obtain an accurate assessment of the needs of the respondents.
3. Since the survey of the target groups is not a random sample, one cannot generalize to the universe of the downtown area.

4. The difficulty of obtaining a high rate of return from the mailed questionnaires could cloud the results of the survey.

Basic Assumptions:

The basic assumptions on which this study is based are as follows:

1. Although the sample was not chosen at random, the responses of the target groups polled are indicative of the general opinion of the downtown population.
2. The individuals of the target groups surveyed are representative of their respective group interests.
3. The study instrument is comprehensive enough to obtain an accurate account of what basic services might be provided by a Downtown Center during the initial phase of such a project.
4. There is indeed a need for a Downtown Multi-purpose Center.

Procedures for Collecting Data:

The attached questionnaire will be administered as follows:

1. The questionnaire will be mailed to the two hundred and forty (240) retail and business employer members of the Orlando Central Business District from a list supplied by the Council of the Orlando Central Business District.
2. The questionnaire will be mailed to thirty-three (33) prominent leaders in the black community who constitute the membership of the Valencia Community College Black Advisory Committee.
3. The questionnaire will be administered to at least two

hundred and fifty (250) members of community youth groups including the YMCA, YWCA, WASAR (a black community center), "Thee Door" (a drug prevention and education center) and church-youth groups.

4. The questionnaire will be administered to approximately two hundred (200) senior citizens in a meeting of the local downtown chapter of Retired America, Inc.
5. The questionnaire will be mailed to approximately fifty (50) prominent women leaders in the downtown community drawn from the Council for Continuing Education for Women and the Women Executives Committee.

The questionnaire will be color coded for each target group and individually numbered for follow-up in case of failure to respond. The results will be key punched, tabulated and calculated by the Valencia Community College Data Processing Department. The responses from the survey will be assigned the following values: Little or no benefit will have a value of zero (0); some benefit will have a value of one (1); and greatly beneficial a value of two (2).

Procedures for Treating Data:

The procedures for treating data are as follows:

Hypothesis 1

1. The statistical technique will be to calculate the frequency of responses and the mean for each question by each group.
2. The area of rejection is anything less than a mean of one and three-tenths (1.3).

Hypothesis 2

1. Since the study deals with nominal variables and a nonnormative distribution, a nonparametric technique of chi-square will be used.
2. The level of significance will be five-hundredths (.05).
3. The area of rejection with two (2) dfs is five and nine hundred ninety-one-thousandths (5.991). (To be significant the area of rejection will be greater than five and nine hundred ninety-one-thousandths (5.991).)

Hypothesis 3

1. The frequency of the responses to questions answered "greatly beneficial" will be rank ordered.

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VALENCIA COMMUNITY COLLEGE
P.O. BOX 3028 ORLANDO, FLORIDA 32802

OFFICE OF THE DEAN OF STUDENT AFFAIRS

Dear Friend of Valencia:

Valencia Community College is dedicated to the responsibility of encouraging all citizens to continue their education to the limits of their capabilities and interests. The college is attempting to remove the geographic, economic, and cultural barriers to higher education. In order to do this more effectively, the college offers a diversity of programs to meet the needs of the community.

One method the college will use to meet these responsibilities will be to establish a Downtown Center for Valencia Community College. Your assistance in answering the enclosed questionnaire will be greatly appreciated and beneficial as we make plans for this expansion in service to the community.

Please mark your response to the following questions and return in the enclosed envelope.

Sincerely,

Jerry W. Odom

Jerry W. Odom
Director of Student Services

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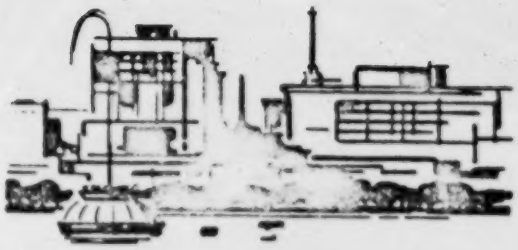

# Orlando Central Business District, Inc.

ONE NORTH ORANGE BUILDING SUITE 301
ORLANDO, FLORIDA 32801

April 17, 1973

Dear Member of the Orlando Central Business District, Inc.

Valencia Community College is interested in the feasibility of opening a downtown learning center as an extension of their campus. The creation of a downtown educational center has been one of our prime objectives during the past several years, and we are most anxious to assist this project.

We ask your assistance and cooperation in completing the enclosed questionnaire and returning it to them in the postage paid envelope for evaluation as to need and the type of services required. We ask that you complete it from your viewpoint as both a potential user of the services and the employer of potential users of the services.

We may ask your further assistance in the future to enable a more in-depth study be made, by asking you to distribute a similar questionnaire to your employers. We will also be contacting you shortly for your assistance in an attitude survey toward public transit and parking among downtown workers. All of this is part of our creation of a comprehensive development plan for the Orlando Central City area.

We will appreciate your cooperation.

Sincerely yours,

Corb Sarchet

Corb Sarchet
Executive Director

3 Inclosures:
1 - Letter, Valencia Com. College.
2 - Questionnaire.
3 - Return Envelope.

SURVEY QUESTIONNAIRE

Please indicate the degree to which you feel the following services provided by a Valencia Community College Downtown Center would be beneficial to the community. Please check one response for each service.

| | Greatly Beneficial (2) | Some Benefit (1) | Little or No Benefit (0) |
|---|---|---|---|
| 1. College Level Courses (Credit) | ____ | ____ | ____ |
| 2. Customized Refresher or Short Courses Tailored for Individual or Group Needs | ____ | ____ | ____ |
| 3. Career & Vocational Guidance & Counseling | ____ | ____ | ____ |
| 4. Cultural Activities & Programs (lecture series, film series, etc.) | ____ | ____ | ____ |
| 5. Personal Improvement Courses (Non-credit) | ____ | ____ | ____ |
| 6. Job Referral & Placement | ____ | ____ | ____ |
| 7. Personal & Social Guidance & Counseling | ____ | ____ | ____ |
| 8. Tutoring & Academic Assistance | ____ | ____ | ____ |
| 9. Vocational Interest & Placement Testing | ____ | ____ | ____ |
| 10. Academic Guidance & Counseling | ____ | ____ | ____ |
| 11. High School Equivalency Diploma Testing Program (GED) | ____ | ____ | ____ |
| 12. Customized Workshops & Seminars Tailored to Group Needs | ____ | ____ | ____ |

EXHIBIT 4

# VALENCIA COMMUNITY COLLEGE DOWNTOWN MULTI-PURPOSE CENTER

(A Position Paper Prepared for Dr. James F. Gollattscheck,
President of Valencia Community College
by Olin R. Fischer, Jr., Grants & Development Officer
April 20, 1973.)

One of the accepted purposes of a community college is the community service function: providing a variety and scope of educational services needed by the college community. In an effort to strengthen its community service program and provide greater interaction between the community college and the college community, Valencia Community College is developing plans to open a Downtown Multi-purpose Center in the Fall of 1973. Conceivably, this is the initial phase in a comprehensive program of community outreach to take place over the next decade. In several years the program may be strengthened and expanded to include several satellite centers on the periphery of the downtown district, possibly one in the black community and another in a condominium for senior citizens. Ultimately there may be a need for establishing a downtown campus of Valencia Community College.

While a Valencia Community College Downtown Multi-purpose Center will attempt to serve the educational need of all its constituents in the downtown area, programs are being developed to serve the needs and interests of five specific target groups: women, senior citizens, downtown employers and employees, youth and disadvantaged low-income.

In planning for a Downtown Center, Valencia Community College has received support and cooperation from the Council for Continuing Education for Women, Retired America, Inc., the Orlando

Central Business District and the Valencia Community College Black Citizens' Advisory Committee.

The objectives of a Valencia Community College Downtown Center are as follows:

1. To provide a program of outreach to serve the needs and interests of women, senior citizens, employers and employees, youth and disadvantaged low-income in the downtown area.
2. To provide a referral service for those who may need the assistance of social and governmental agencies.
3. To provide academic, vocational and career guidance, counseling and testing services to assist individuals in self-evaluation and in making appropriate decisions in dealing with academic and career planning.
4. To provide such continuing education programs including college credit courses, personal improvement courses and customized refresher courses, conferences, institutes, workshops and seminars tailored for individual or group needs and interests.
5. To provide possible job counseling, improvement, referral and placement services for employers and employees in the downtown area.
6. To provide community cultural activities and enrichment programs.

In developing a Downtown Multi-purpose Center, Valencia Community College has considered two alternate plans of operation for the first year of the project depending whether Valencia's request

for federal assistance is granted. The Optimal Plan calls for a total budget of $67,640 including $49,680 in federal assistance and $17,960 in contributing funds by Valencia Community College. This budget will support a storefront facility of 3,000 square feet with two classrooms, two offices, a storage and supply room and a reception office area. The facility will be staffed by a director-coordinator, two counselors and a clerk-typist. The second or Contingency Plan of operation provides a minimal but satisfactory program without federal assistance. The total budget of approximately $25,000 will provide a storefront facility of 1,500 square feet with one classroom, two offices, a storage and supply room and a reception office area. This facility will be staffed by a director-coordinator and a clerk-typist. Valencia's Counseling Department and Office of Continuing Education will provide additional backup support on a release-time basis as the need requires.

EXHIBIT 5

NEWSPAPER ARTICLES

ON ESTABLISHING A DOWNTOWN CENTER

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# Orlando Center Considered By College

By DOROTHY MADLEE
Sentinel Star Staff

Valencia Community College may open a downtown Orlando learning center this fall, offering classes and counseling services tailored to public demand.

Questionnaires compiled by the college and sent out by the Orlando Central Business District were received Wednesday by heads of member firms and organizations, to determine what "customized" educational services are needed in the central city.

Dr. James F. Gollatscheck, Valencia president, said the plan does not involve a new campus but could be installed in an existing building which has classroom, office and consultation space.

**A SITE FOR** the learning center will be chosen after studies are completed, he said. The college will apply for a federal grant to help get the project under way.

"If the grant is denied we might operate the center on our own, but on a smaller scale," Gollatscheck said.

Gollatscheck Sarchet

Corb Sarchet, Central Business District executive director, said adding a centrally located center for vocational, cultural and enrichment programs has been one of its aims for several years.

**"IT'S A NATIONAL** trend," Sarchet said. "Dade County Junior College's largest campus is in downtown Miami, serving people who haven't time or inclination to drive long distances to attend a class."

Jerry W. Odom, Valencia's director of student services, is soliciting opinions on potential student interests from youth groups, the college's Black Advisory Committee, Retired America, Inc., the Council for Continuing Education for Women and the Women's Executive Committee.

Suggested areas are college level courses, refresher courses for individuals or groups, cultural activities, programs and seminars, job skill courses, job referral and placement, non-credit personal improvement courses and career, vocational, personal and social guidance counseling.

The program would absorb some of the activities offered by the Council of Continuing Education, Gollatscheck said. The college has cooperated with the council for some time.

An in-depth study of interest, demand and feasibility of the project will be made as research projects by Valencia faculty members who are working for their doctoral degrees by arrangement with Nova Univeristy in Fort Lauderdale, Gollatscheck said.

Thursday- April 19, 1973

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2-B Tuesday, April 24, 1973 Sentinel Star Orlando, Florida

# Women's Council-Valencia To Merge

By SANDRA MATHERS
Sentinel Star Staff

For six years, a small group of Orlando women have volunteered their time and talents to help area women join the Central Florida work force by counseling them in educational opportunities, ranging from vocational training to four-year college degrees.

The group has grown — on a financial shoestring — in success and stature through skill, hard work and small amounts of community assistance.

**BUT THAT'S** about to change for the Council for Continuing Education for Women of Central Florida. The counseling and referral organization plans to consolidate with Valencia Community College in June.

"We knew six years ago when we formed our council, patterned after the council in Miami which is now affiliated with Miami-Dade Junior College, we would have to become a funded organization with a paid director to remain effective," explained Bea Ettinger, council president. "We've really been working for an affiliation — and a federal grant — since the beginning."

"We first went to Florida Technological University for help and they sent us to the Board of Regents in Tallahassee, which administers all federal funding for education and it was the board that pointed us to Valencia," the president said. "We did meet with Valencia officials, but the college was as young as we were (both opened their doors the same year) and they didn't have the funding to give us."

**THE COUNCIL** president was convinced Valencia "was definitely interested in us" and that "a grant would be necessary."

Mrs. Ettinger wrote the organization's first grant application in 1968, but it was not accepted.

"I was told to submit it again the next year, but, I'm afaid our emphasis after that was more on the council's work than the grant," she admitted. "By this time we were sponsoring our self-help seminars for women and working to be recognized."

**SOME OF** those seminars (best known are the "Rusty Lady" lecture series and the "Creative Career Concepts For Women" seminar) were co-sponsored by area colleges and universities — including Valencia.

Last summer, Mrs. Ettinger revisited Valencia administrators. "We decided the time was right for both of us, with or without a grant, but the college has written another application for us and it has been submitted."

Although both Mrs. Ettinger and college liaison, Dave Evans, dean of academic affairs, caution final details are still to be "worked out," both agree initial consolidation emphasis will be on a downtown "outreach center," housing the council and other college projects.

**EVANS EXPECTS** Orlando's first downtown self-help center to be operational as early as September.

"Our office would become an extension of Valencia and we would continue our work there," Mrs. Ettinger explained.

Said Evans, "This center will expand the college's services into the city by serving other agencies and the downtown area. Although the council will be our first arm at the center, we also hope to move toward serving blacks and the elderly."

**NEITHER A** name nor a site for the center has been chosen.

Consolidation with Valencia will provide not only the council with a paid executive director, but with a professional guidance counselor and one or two secretaries, in addition to a council volunteer, according to Mrs. Ettinger.

EXHIBIT 6

NOVA PROJECT MEETINGS

| Date | Participants | Time |
|---|---|---|
| March 17 | Fischer, Kellerman, Odom, Barton, and Prentiss | 11:00 a.m. - 12:00 p.m.<br>2:00 p.m. - 4:00 p.m. |
| March 19 | Fischer, Odom, and Weiss | 10:00 a.m. - 11:00 a.m. |
| March 22 | Fischer, Kellerman, and Odom | 9:00 a.m. - 10:30 a.m. |
| March 23 | Fischer, Odom, and Sarchet<br>Fischer, Kellerman, and Odom | 8:30 a.m. - 10:30 a.m.<br>1:30 p.m. - 2:30 p.m. |
| March 27 | Fischer, Kellerman, and Odom | 1:30 p.m. - 3:30 p.m. |
| March 28 | Fischer, Kellerman, Odom, and Weiss | 1:30 p.m. - 4:00 p.m. |
| March 30 | Fischer, Kellerman, and Odom | 9:00 a.m. - 10:00 a.m. |
| March 31 | Fischer, Kellerman, Odom, and Barton | 11:30 a.m. - 12:00 p.m. |
| April 3 | Fischer, Kellerman, Odom, and Weiss | 1:30 p.m. - 2:30 p.m. |
| April 10 | Fischer (Survey to Seniors) | 1:00 p.m. - 2:30 p.m. |
| April 16 | Odom, Kellerman, and Sarchet | 11:00 a.m. - 12:00 p.m. |
| April 19 | Fischer, Kellerman, Odom, Gilbert, Evans, Sample, Cunningham, and Gollattscheck | 3:00 p.m. - 5:00 p.m. |
| April 25 | Kellerman and Gollattscheck | 8:00 a.m. - 9:00 a.m. |
| April 26 | Kellerman and Evans<br>Kellerman, Evans, Sample, Gollattscheck, and Sarchet | 9:30 a.m. - 10:00 a.m.<br>3:00 p.m. - 5:00 p.m. |
| May 1 | Fischer, Kellerman, and Odom | 11:00 a.m. - 12:00 p.m. |
| May 7 | Fischer, Kellerman, Odom, and Weiss | 1:30 p.m. - 2:30 p.m. |
| May 21 | Fischer, Kellerman, and Odom | 9:15 a.m. - 9:45 a.m. |
| May 23 | Fischer, Kellerman, Odom, and Sarchet<br>Fischer, Kellerman and Odom | 11:00 a.m. - 12:00 p.m.<br>1:30 p.m. - 2:30 p.m. |
| May 29 | Fischer, Kellerman and Odom | 3:00 p.m. - 4:00 p.m. |

| Date | Participants | Time |
|---|---|---|
| May 30 | Fischer, Kellerman, and Odom | 11:00 a.m. - 12:00 a.m. |
| May 31 | Fischer, Kellerman, and Odom | 1:00 p.m. - 2:00 p.m. |

Total 32 1/2 Hours x 3 = 97 1/2 Aggregate Hours

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